










MISSOURI EARLY LEARNING STANDARDS ALIGNMENT:

An alignment between the Missouri Early Learning Standards and the Head Start Early Learning Outcomes Framework



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About the Missouri Early Learning Standards

The Missouri Early Learning Standards: Birth to Age Five (MELS) presents seven broad areas of early learning, referred to as content areas. In addition to content areas, the MELS includes content components, process standards, indicators, examples and suggested supportive learning experiences. The standards are designed to show expectations for what children can do from infancy to kindergarten entry.

About the Head Start Early Learning Outcomes Framework

The Head Start Early Learning Outcomes Framework (HSELOF): Ages Birth to Five presents five broad areas of early learning, referred to as central domains. In addition to central domains, the HSELOF includes sub-domains, goals, developmental progressions and indicators. The framework is designed to show the continuum of learning for infants, toddlers, and preschoolers. It outlines and describes the skills, behaviors and concepts that programs must foster in all children, including children who are dual language learners (DLLs) and children with disabilities. The Framework is grounded in comprehensive research around what young children should know and be able to do during their early years and to succeed in school. The framework can be a helpful tool for effective engagement with families.

The role of the HSELOF in program planning and practice is mandated by the Head Start Act and by the Head Start Program Performance Standards. The Performance Standards describe required teaching practices, learning environments, curricula, assessments and professional development. The HSELOF identifies what young children should know and be able to do. Fully implementing the Performance Standards and the HSELOF will promote high-quality services and practice for teaching and learning so that all children can succeed.

Purpose

This document can benefit Head Start and other early learning programs.

Head Start

This alignment is meant to be a supportive resource for Head Start programs as they address the Missouri Early Learning Standards and the HSELOF. Both are required (as appropriate) to use for curriculum (1302.32(a)(1); 1302.35(d)(1)(ii)), teacher competencies (1302.91(e)(5)), and school readiness goals (1302.102(a)(1)). As programs develop or update school readiness goals, this document can be used to support the development of individualized local program crosswalks that identify the HSELOF and MELS, and integrate the curriculum, assessment tools and readiness goals programs develop. Other programs may also benefit. Additional resources are available on the Early Childhood Learning and Knowledge Center to promote the implementation of the ELOF, which, thanks to this alignment, are usable for anyone using the Missouri Early Learning Standards. Resources include Effective Practice Guides for each domain, an Implementation Toolkit, prerecorded webinars, and an Interactive Outcomes Framework. Using the interactive outcomes framework, a user can click on a domain for infants/toddlers or preschoolers to access the entire domain with sub-domains and goals and developmental progressions. At the bottom of each is a resource list. Any early learning professional using the MELS can explore its parallel in the interactive framework and find one-page overviews, handouts for families, and videos (see 15-minute in-service suites) showing how to promote growth and development aligned to specific standards and benchmarks.

Disclaimer

The alignment assumes that only infant/toddler domains, sub-domains, and goals will be aligned to infant/toddler standards and benchmarks; and preschool domains, sub-domains, and goals will be aligned to preschool standards and benchmarks. For the sake of clarity, infant/toddler domains, sub-domains and goals are kept separate from preschool standards and benchmarks, although some alignments could cross over. Every goal in the ELOF was used to develop this alignment.

We only include the goals from the Head Start Early Learning Outcomes Framework and not the entire developmental progression and final indicators.

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Approaches to Learning

Head Start Early Learning Outcomes Framework		Missouri Early Learning Standards
Approaches to Learning		I. Approaches to Learning
	Cognitive self-regulation (Executive Functioning)	A. Shows Curiosity
	Goal IT-ATL 7. Child shows interest in and curiosity about objects, materials, or events.	1. Express interest in people
	Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support	2. Show interest in learning new things and trying new experiences
	Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	3. Ask question
	Initiative and curiosity	B. Take Initiative
	Goal IT-ATL 6. Child demonstrates emerging initiative in interactions, experiences, and explorations.	1. Initiate interaction with others
	Goal P-ATL 10. Child demonstrates initiative and independence.	2. Make decisions independently
		3. Develop independence during activities, routines and play
	Creativity	C. Exhibit Creativity
	Goal IT-ATL 8. Child uses creativity to increase understanding and learning.	1. Try new ways of doing things
	Goal IT-ATL 9. Child shows imagination in play and interactions with others.	2. Use imagination to generate a variety of ideas
	Goal P-ATL 12. Child expresses creativity in thinking and communication.	3. Exhibit sense of humor
	Goal P-ATL 13. Child uses imagination in play and interactions with others.	
	Emotional and behavioral self-regulation	D. Show Confidence
	Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	1. Express ideas and opinions
		2. View self as competent and has a positive self-image
	Cognitive self-regulation (Executive Functioning)	E. Display Persistence
	Goal IT-ATL 3. Child maintains focus and sustains attention with support.	1. Sustain attention to a task or activity that is age-appropriate
	Goal IT-ATL 4. Child develops the ability to show persistence in actions and behavior.	2. Pursue challenges
	Goal P-ATL 7. Child persists in tasks.	3. Cope with frustration
	Cognitive self-regulation (Executive Functioning)	F. Use Problem-Solving Skills
	Goal IT-ATL 5. Child demonstrates the ability to be flexible in actions and behavior.	1. Recognize problems
	Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	2. Try to solve problems
	Goal P-ATL 8. Child holds information in mind and manipulates it to perform tasks.	3. Work with others to solve problems
	Goal P-ATL 9. Child demonstrates flexibility in thinking and behavior.	
	Emotional and behavioral self-regulation	
	Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.	
	Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.	
	Goal P-ATL 1. Child manages emotions with increasing independence.	
	Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	
	Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	



Social-Emotional Development

Head Start Early Learning Outcomes Framework		Missouri Early Learning Standards	
Social Emotional Development		I. Knowledge of Self	
	Sense of identity and belonging	A. Exhibit Self-Awareness	
	Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	1. Show respect for self	
		2. Develop personal preferences	
		3. Know personal information	
	Emotional Functioning	B. Develop Self-Control	
	Goal IT-SE 6. Child learns to express a range of emotions.	1. Follow simple rules	
	Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.	2. Accept transitions and follow daily routines	
	Goal IT-SE 8. Child expresses care and concern towards others.	3. Express feeling through appropriate gestures, actions and language	
	Goal IT-SE 9. Child manages emotions with the support of familiar adults.	4. Adapt to different environments	
	Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.		
	Goal P-SE 8. Child manages emotions with increasing independence.*		
	Sense of identity and belonging	C. Develop Personal Responsibility	
	Goal IT-SE 10. Child shows awareness about self and how to connect with others.	1. Care for personal and group belongings	
	Goal IT-SE 11. Child understands some characteristics of self and others.	2. Begin to accept the consequences of their own actions	
	Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.		
	Goal IT-SE 13. Child develops a sense of belonging through relationships with others.		
	Goal P-SE 11. Child has sense of belonging to family, community, and other groups.		
	Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.		
		II. Knowledge of Others	
	Relationships with other children	A. Build Relationships of Mutual Trust and Respect with Others	
	Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.	1. Respect rights of others	
	Goal IT-SE 5. Child imitates and engages in play with other children.	2. Seek comfort and security from significant adults	
	Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	3. Develop friendships	
	Goal P-SE 4. Child engages in cooperative play with other children.	4. Use courteous words and actions	
	Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	5. Respect similarities and differences among people	
	Emotional Functioning	B. Work Cooperatively with Others	
	Goal P-SE 7. Child expresses care and concern toward others.	1. Participate successfully as a member of a group	
		2. Share experiences and ideas with others	
		3. Begin to examine a situation from another person's perspective	
		4. Resolve conflicts with others	
	Relationships with adults		
	Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.		
	Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.		
	Goal IT-SE 3. Child learns to use adults as a resource to meet needs.		
	Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.		
	Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.		



Language and Literacy

	Head Start Early Learning Outcomes Framework	Missouri Early Learning Standards
		I. Spoken/Expressive Language
Language and Literacy	Communicating and speaking	A. Use Language to Communicate
	Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.	1. Use the body to communicate
	Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.	2. Initiate and respond appropriately in conversation and discussions
	Goal IT-LC 5. Child uses increasingly complex language in conversation with others.	3. Use language to pretend or create
	Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.	4. Use sentences of varying length
	Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	
	Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	
	Attending and understanding	
	Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.	
	Goal IT-LC 2. Child learns from communication and language experiences with others.	
	Goal P-LC 1. Child attends to communication and language from others.	
	Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	
	Vocabulary	
	Goal IT-LC 7. Child understands an increasing number of words used in communication with others.	
	Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.	
		II. Listening/Receptive Language
	Comprehension and text structure	A. Listens for Different Purposes
	Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	1. Listen to others
		2. Listen to sounds in the environment
		3. Follow simple directions
		4. Listen responsively to books and stories
		5. Respond to questions
		III. Written Language
	Writing	A. Use Writing as a Means of Expression/Communication
	Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	1. Experiment with writing tools and materials
		2. Use scribbles, shapes, pictures, letter-like forms and letters to write
		3. Tell others about marks and intended meaning of drawing or writing
		4. Use a variety of resources to facilitate writing
		IV. Knowledge of Print and Books
	Vocabulary	A. Apply Early Ready Skills
	Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	1. Show an interest in reading and books
		2. Exhibit book handling skills
		3. Recognize that print represents spoken words
		4. Develop a sense of story
	Print and alphabet knowledge	
	Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	5. Read environmental print and symbols
	Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	6. Identify some alphabet letters
	Comprehension and text structure	
	Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	



Language and Literacy

Head Start Early Learning Outcomes Framework		Missouri Early Learning Standards	
Language and Literacy		V. Sounds of Language (Phonological Awareness)	
	Vocabulary	A. Attend to Sounds of Language	
	Goal P-LC 7. Child shows understanding of word categories and relationships among words.	1. Repeat rhymes, simple songs, poems and finger plays	
	Phonological awareness	2. Participate in word games	
	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	3. Discriminate some sounds in words	
	Emergent Literacy		
	Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.		
	Goal IT-LC 10. Child handles books and relates them to their stories or information.		
	Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.		
	Goal IT-LC 12. Child comprehends meaning from pictures and stories.		
	Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.		
	Communicating and speaking		
	Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.		



Mathematics

Head Start Early Learning Outcomes Framework		Missouri Early Learning Standards	
Cognition		I. Number and Operations	
	Counting and cardinality	A. Develop Number Sense	
	Goal P-MATH 1. Child knows number names and the count sequence.	1. Show interest and understanding in counting	
	Goal P-MATH 2. Child recognizes the number of objects in a small set.	2. Explores quantity	
	Goal P-MATH 3. Child understands the relationship between numbers and quantities.	B. Develop Numerical Representation	
	Goal P-MATH 4. Child compares numbers.	1. Identify numerals in everyday situations	
	Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	2. Use drawings to represent numbers	
		3. Write some numerals	
		II. Geometry and Spatial Sense	
	Operations and algebraic thinking	A. Investigate Positions and Locations	
	Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	1. Take objects apart and puts them together	
	Geometry and spatial sense	2. Use actions and words to indicate position and location	
	Goal P-MATH 10. Child explores the positions of objects in space.	3. Use actions and words to indicate movement and orientation	
	Geometry and spatial sense	B. Explore Shapes	
	Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	1. Investigate and talk about the characteristics of shapes	
		2. Identify and name some shapes	
		3. Create and duplicate three-dimensional shapes	
		III. Patterns and Relationships (Algebra)	
	Operations and algebraic thinking	A. Develop an Awareness of Patterns	
	Goal P-MATH 7. Child understands simple patterns.	1. Recognize patterns and relationships	
		2. Duplicate and extend patterns	
		3. Create patterns	
		IV. Measurement	
	Measurement	A. Use Measurement	
	Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	1. Explore ways to measure	
		2. Measure using objects	
		3. Compare objects using measurement features	
		4. Use language to describe measurement	
		V. Data	
		A. Explore Data	
		1. Collect and organize information	
		2. Display information (charts and graphs)	



Science

Head Start Early Learning Outcomes Framework		Missouri Early Learning Standards	
Cognition		I. Physical Science	
	Scientific inquiry	A. Explore , Investigate and Solve Problems of the Physical World	
	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	1. Ask questions	
	Goal P-SCI 2. Child engages in scientific talk.	2. Make predictions based on experiences	
	Goal P-SCI 3. Child compares and categorizes observable phenomena.	3. Experiment	
	Reasoning and problem-solving	4. Reflect on results	
	Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.		
	Goal P-SCI 5. Child plans and conducts investigations and experiments.		
	Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.		
		II. Life Science	
	Scientific inquiry	A. Explore, Investigate and Solve Problems of Living Things	
	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	1. Ask questions	
	Goal P-SCI 2. Child engages in scientific talk.	2. Make predictions based on experiences	
	Goal P-SCI 3. Child compares and categorizes observable phenomena.	3. Experiment	
	Reasoning and problem-solving	4. Reflect on results	
	Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.		
	Goal P-SCI 5. Child plans and conducts investigations and experiments.		
	Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.		
		III. Earth Science	
	Scientific inquiry	A. Explore, Investigate and Solve Problems Involving Properties of the Earth	
	Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	1. Ask Questions	
	Goal P-SCI 2. Child engages in scientific talk.	2. Make predictions based on experiences	
	Goal P-SCI 3. Child compares and categorizes observable phenomena.	3. Experiment	
	Reasoning and problem-solving	4. Reflect on results	
	Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.		
	Goal P-SCI 5. Child plans and conducts investigations and experiments.		
	Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.		



Science

Head Start Early Learning Outcomes Framework		Missouri Early Learning Standards
Cognition	Exploration and discovery	
	Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.	
	Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.	
	Memory	
	Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.	
	Goal IT-C 4. Child recognizes the stability of people and objects in the environment.	
	Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.	
	Reasoning and problem-solving	
	Goal IT-C 6. Child learns to use a variety of strategies in solving problems.	
	Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.	
	Emergent mathematical thinking	
	Goal IT-C 8. Child develops sense of number and quantity.	
	Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.	
	Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.	
	Imitation and symbolic representation and play	
	Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.	
	Goal IT-C 12. Child uses objects or symbols to represent something else.	
	Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.	



Physical Development

	Head Start Early Learning Outcomes Framework	Missouri Early Learning Standards
		I. Physical Development and Coordination
Perceptual, Motor, and Physical Development	Gross motor	A. Uses Gross Motor Skills with Purpose and Coordination
	Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.	1. Control body movements
	Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.	2. Use large muscle movements to manipulate objects
	Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	3. Move from one point to another
	Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
	Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
	Fine motor	B. Use Fine Motor Skills with Purpose and Coordination
	Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.	1. Use fingers and hands to accomplish fine motor tasks
	Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	2. Use tools in a functional manner
	Goal IT-PMP 8. Child adjusts reach and grasp to use tools.	3. Exhibit coordination of facial muscles
	Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	
		C. Respond to Sensory Input to Function in the Environment
		1. Exhibit sensory awareness
		2. Exhibit body awareness
		3. Exhibit spatial awareness
		4. Exhibit temporal awareness
		II. Health
	Health, Safety, and nutrition	A. Practice Healthy Behaviors
	Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.	1. Show independence in personal care routines
	Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	2. Participate in daily physical activity
		3. Exhibit body strength and endurance
		III. Safety
	Health, Safety, and nutrition	A. Practice Safe Behaviors
	Goal IT-PMP 10. Child uses safe behaviors with support from adults.	1. Know and follow safety rules
	Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	2. Recognize personal danger
		3. Know how and when to seek help from others
	Health, Safety, and nutrition	
	Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	
	Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
	Perception	
	Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	
	Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.	



Expressive Arts

Head Start Early Learning Outcomes Framework	Missouri Early Learning Standards
	I. Music and Movement
	A. Show Interest in Music and Movement
	1. Use body to move to music and express self
	2. Use music and movement to express concepts, ideas or feelings
	II. Visual Arts
	A. Show Interest in Visual Arts
	1. Explore and experiment with a range of media through sensory exploration
	2. Use a range of materials to create pictures or three-dimensional objects
	3. Use creative art to express thoughts, feeling, and experiences
	III. Drama
	A. Show Interest in Dramatic Arts
	1. Express self through physical action and sound
	2. Begin to use representation to communicate
	3. Begin to pretend play
	4. Use creativity and imagination to assume roles of dramatic play